DOCUMENT RESUME

ED 292 255 EC 202 037

AUTHOR	Patton, Patricia L.; And Others
TITLE	Transition from School to Work: A Guide for Parents of Learning Disabled Youth.
INSTITUTION	San Diego State Univ., CA. Dept. of Special Education.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	84
NOTE	45p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Advocacy; Career Planning; *Education Work Relationship; Employment Potential; Federal Legislation; Job Search Methods; Job Training; *Learning Disabilities; *Parent Participation; Parent Responsibility; Parent Rights; *Parent Role; Secondary Education; Student Educational Objectives; Student Rights; Teacher Responsibility; *Transitional Programs; *Vocational Education
IDENTIFIERS	California; California Master Plan for Special Education; Education for All Handicapped Children Act; Rehabilitation Act 1973

ABSTRACT

This booklet is designated to help parents in California find training, jobs, and services for their learning disabled children. Information is presented on how to represent their children's vocational education and job training needs and prepare them for vocational opportunities. An introductory chapter outlines the importance of working, the capability of handicapped people to become competent workers, and the parents' role in the transition from school to work. Section 2, "Wheel of Transition," addresses six major issues that contribute to the transition process: independent living skills, social skills, career awareness, the individualized education program, vocational education, and work experience. Sections 3 and 4 cover parent and professional responsibilities and parent and child rights according to the Education for All Handicapped Children Act, the California Master Plan for Special Education, and the Rehabilitation Act of 1973. Also provided are a directory of support groups and resources for parents, tips on looking for a job, a transition check list, and forms for job seeking background information and a 6-year educational/career plan. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TRANSITION FROM SCHOOL TO WORK

A GUIDE FOR PARENTS OF LEARNING DISABLED YOUTH

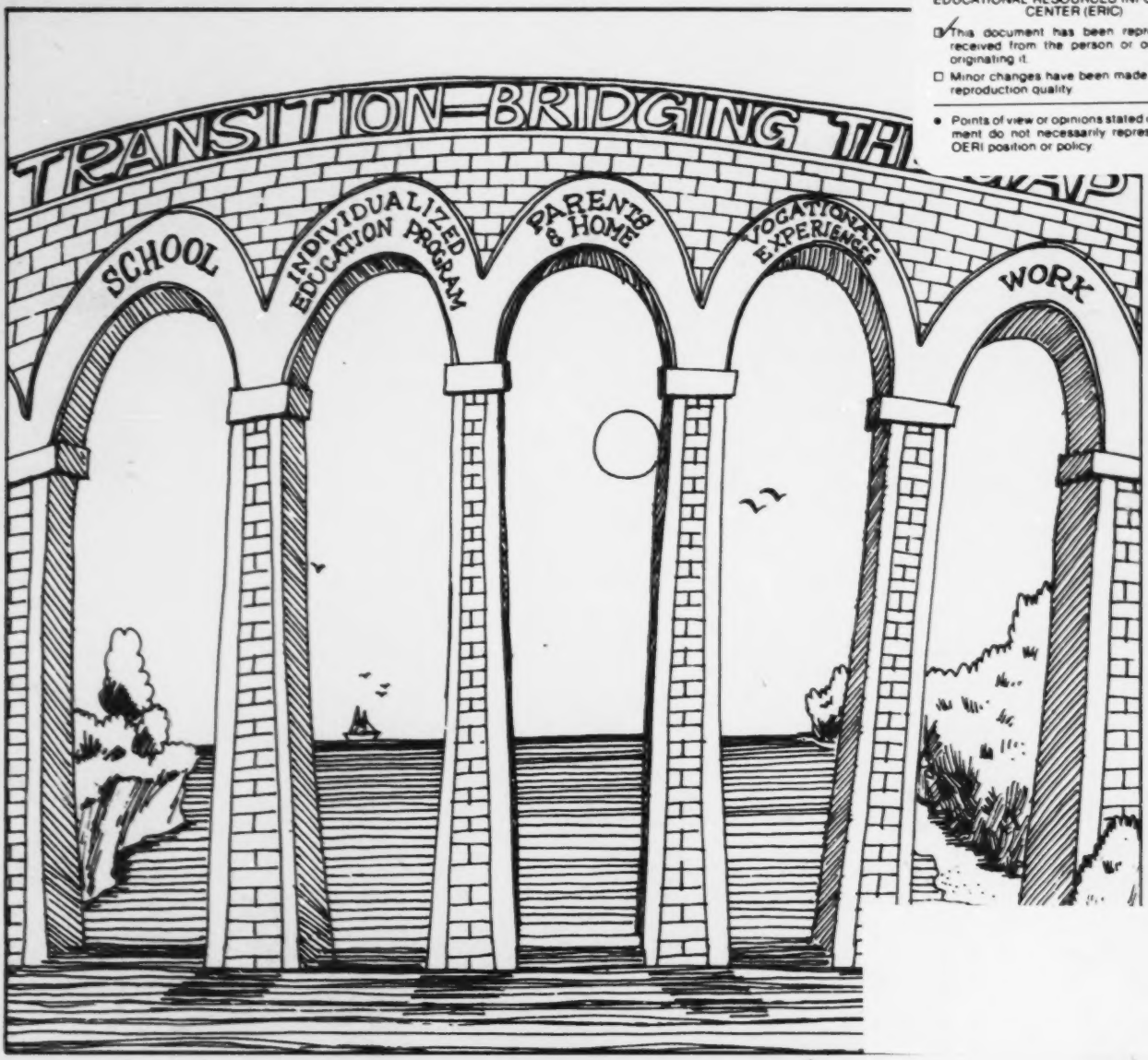
ED292255

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



1984

JUDY HEGENAUER, M.S. ▶ RITA MARINOBLE, M.S. ▶ LOUISE REIFMAN, B.S.
PATRICIA L. PATTON, Ed.D.

EC 202037

BEST COPY AVAILABLE

TRANSITION FROM SCHOOL TO WORK

A GUIDE FOR PARENTS OF LEARNING DISABLED YOUTH

PROJECT WORK
Department of Special Education
San Diego State University

Patricia L. Patton, Ed.D.
Project Co-Director

Judy Hegenauer, M.S.
Project Transition Specialist

Rita Marinoble, M.S.
Project Consultant

Louise Reifman, B.S.
Project Consultant

Special thanks to
Ninette Edwards for her clerical expertise.

The development of this book was supported in part by the U.S. Department of Education Project Number 95-6042721. The opinions expressed are those of the authors and do not necessarily represent the State of California, Department of Education, the San Diego Unified School District, or San Diego State University.

TABLE OF CONTENTS

1 Section One ▶ Introduction and Purpose

7 Section Two ▶ Wheel of Transition

Independent Living Skills
Social Skills
Career Awareness
Individualized Education Program (IEP)
Vocational Education
Work Experience

23 Section Three ▶ Responsibilities

Parent/Advocate Responsibilities
Professional Responsibilities

27 Section Four ▶ Rights

Parents' Rights
Children's Rights
Due Process Protections
The Law

32 Section Five

Support Groups and Resources for Parents
SSI

34 Glossary

36 Appendices

Job of Looking for a Job
Parent's Check List
Background Information for Job Seeking
Educational/Career Plan

SECTION ONE

Why should I read this book?

This book was written by persons who have had extensive experience helping young people with learning disabilities to find training, jobs, and services. The authors include teachers, counselors, and parents of learning disabled students who are aware of the important role that parents play in the transition process. They have taught students how to acquire information and gain the skills necessary for independent adult living.

This book provides suggestions you can use to help your learning disabled child become a responsible citizen, a good worker, and a fully functioning member of the community. You will gain the skills and information required to represent your child's vocational education and job training needs. The book identifies actions you can take to plan opportunities which will prepare your child to enter the work environment.

What does "transition" mean?

Transition means passage or movement from one stage to another. In this case we're talking about passage from school to work, or bridging the gap from dependence to independence; from a relatively protected environment to the larger community.

Is my participation important?

Yes! Research has demonstrated that when parents/guardians of children with learning disabilities become involved in their children's educational process, the children perform more competently than those children of parents who do not become involved. Similarly, persons with learning disabilities frequently need an advocate to help them bridge the gap from school to work and independent adult living. Ideally, every person will become his/her own advocate, but some may need temporary assistance.

Can most handicapped children be trained to fit into the world of work?

Yes! Most young people are capable of a variety of tasks that are comparable to certain jobs. They may need a longer training period or more examples in the beginning, but current research shows that approximately 95% of the handicapped children in public school programs can, with some degree of support, become competent workers within the community.

Why is working important for my son or daughter?

There is considerable evidence suggesting that people who don't have a job have less self-confidence and lower self-esteem than people who do have a job. Most adults identify themselves by their occupation. Persons who are deprived of that source of identity may never believe they are valuable to themselves or others. It's been found that even volunteer workers have a sense of purpose and identity similar to paid workers. It is very important that everyone have an opportunity to lead a well-balanced, productive life. Working is part of that balance.
Consider all the daily activities working adults perform and take for granted. Transportation, money handling and

appropriate worker behaviors are all critical for finding and keeping a job. It's also important that your son/daughter have a positive attitude about work and know how to demonstrate interest and enthusiasm toward his/her job. Many young people have difficulty deciding what kinds of jobs they like and would be capable of performing. Increasing their awareness of the world of work is very helpful as they approach the time to make an occupational choice. In general, the more work-related activities your son/daughter is competent in performing, the easier it's going to be for him/her to find and keep a job.

How can parents/guardians be most helpful in the transition process?

A person's preparation for adult living is the sum of all the efforts to inform, instruct and socialize him/her by

parents, teachers and others. Knowledge about the world of work, and how workers behave, awareness of one's strengths and interests, and the ability to get along with others are all important to successful adult living. Much is taught informally as part of daily experiences. Other things need to be emphasized, especially if your child has difficulty understanding ideas the first time.

What activities can best prepare my son/daughter for successful transition?

Generally, the sooner your son or daughter understands the needs, benefits and functions of working the easier the transition will be. School districts have a variety of vocational programs for secondary students. Part-time and summer jobs, especially within the community, are also excellent transition experiences. From these your son or daughter can acquire a greater understanding of the rewards and responsibilities of becoming an adult member of the community. Section II of this book discusses in greater detail some of the ways you can help your child towards a smooth transition.

How can I make sure my child is getting the help he/she needs?

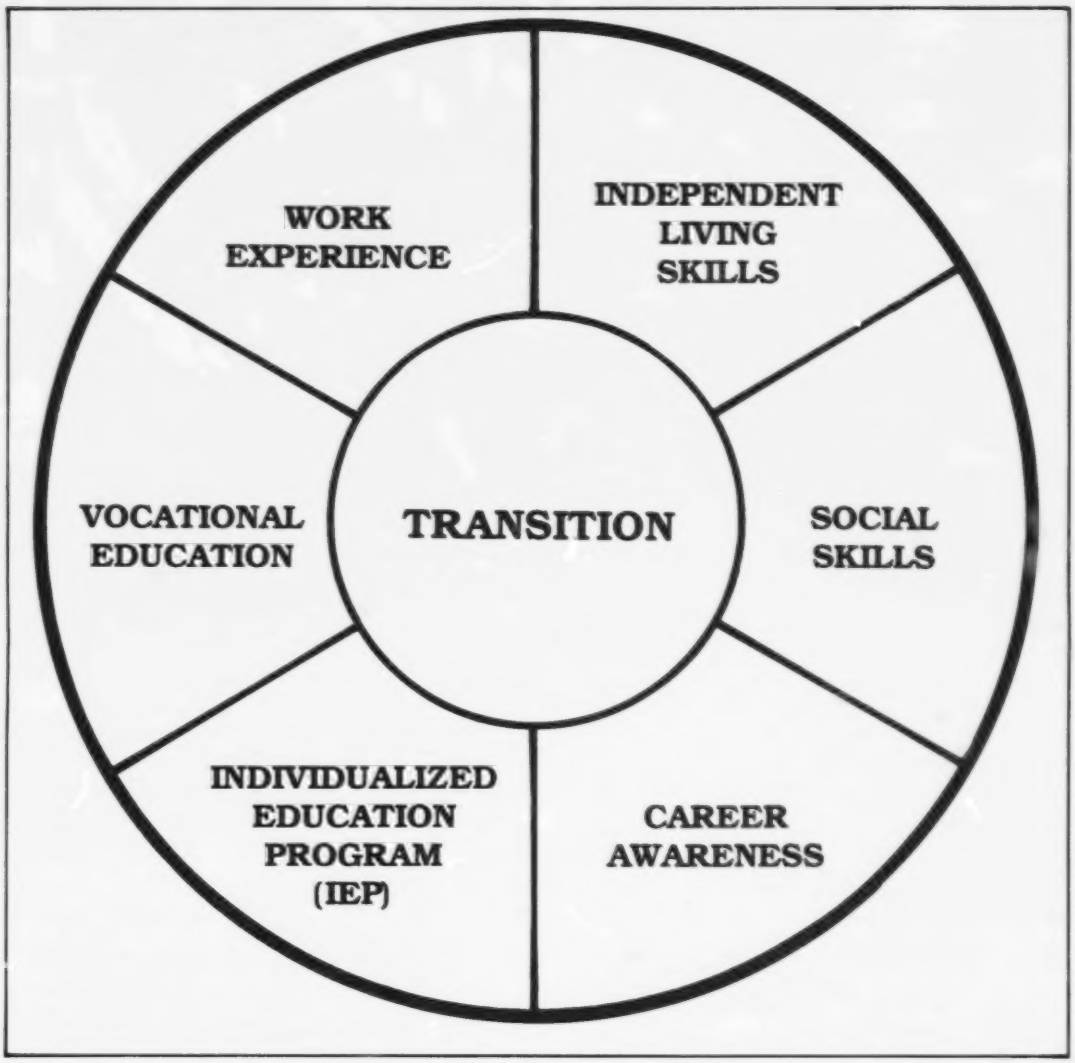
The easiest and best way to assure progress is to keep informed and to keep communication lines oper between you, your child and the schools or agencies involved in assisting your child through the school-to-work process. Make sure everyone understands clearly your child's needs, interests, aptitudes and limitations. Your involvement can be a time-consuming task. The rewards for your efforts, however, will be a productive, independent adult -- a person who has a positive self-concept and feels valuable to society.

How can my son/daughter get on-the-job training?

In addition to vocational classes provided within school settings, a number of adult service agencies assist clients by finding work experience training, establishing apprenticeships or enrolling them in skill center programs. Some organizations exist solely to provide job training, both within a protected environment and as part of a community work contract, for persons with learning disabilities. Some employers have made a commitment to hire handicapped persons and are willing to employ young people who are motivated and have a positive work attitude. You'll find a list enclosed in this booklet to help you locate a suitable job training program.

CAREER
AWARENESS

SECTION TWO



Wheel of Transition (Keep It Rolling!)

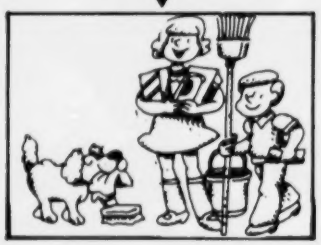
Transition from school to independence in the world of work is a process that can and should begin very early in your child's life. This section of the manual addresses six major areas that contribute to the transition process. Attention to these areas throughout your child's school life will help greatly towards a smooth and successful transition.

INDEPENDENT LIVING SKILLS

Regardless of the type of work your child will do, independent living skills are among the most important skills to be developed for effective life adjustment. Several of these skills are listed here, along with ideas for helping your child develop them.

Personal Hygiene

- ▶Encourage the younger child to develop good hygiene habits by using a daily checklist or chart.
- ▶When appropriate, educate the older child about the use of deodorant, mouthwash, etc.
- ▶Teach good hygiene habits to your child by means of your own example.



Housekeeping

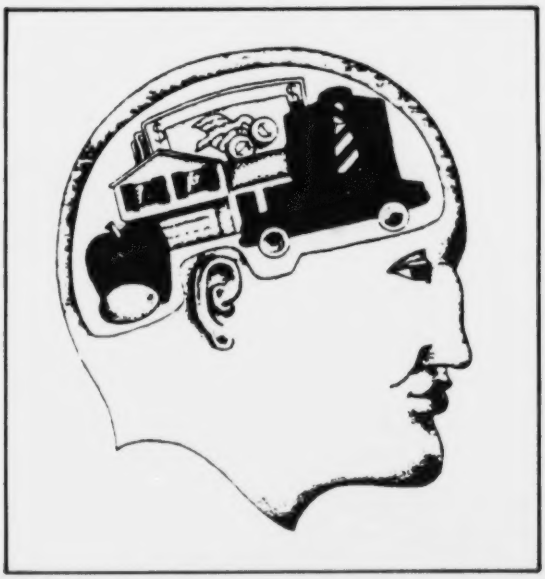
- Assign simple household tasks to your child at an early age. Increase responsibilities as the child grows older.
- Be aware of sex-stereotyping in teaching household duties to your child. That is, do not limit girls to kitchen and housecleaning tasks, or boys to yard work and minor repairs. Give your child an opportunity to learn to perform all types of household tasks.
- Remember that your child will not usually perform these tasks as well or as quickly as you would do them. When the natural impulse to become impatient arises, remind yourself that these are important steps in the development of your child's independence.

Telephone Use

- Teach your child how to use the telephone in an emergency. Post the numbers near the telephone.
- Practice telephone etiquette with your child by having him or her call you from a neighbor's phone and vice-versa.
- Instruct your child in the use of a pay phone.

Money Handling

- Practice adding money and making change with your child, using play money.
- Allow your child to negotiate purchases with your supervision, having him or her check for correct change.



Transportation

- Help your child learn to read a bus schedule by the time he or she enters high school.
- Teach your child to use public transportation by accompanying him or her on short trips. Even though a car may usually be available, use of public transportation is an important skill for independent living.

Use of Leisure Time

- Encourage your child to develop hobbies and recreational interests.
- Help your child learn about community resources for making constructive use of leisure time.

SOCIAL SKILLS

Research has shown that more jobs are lost due to a lack of appropriate social skills than for any other reason. It is especially important that your child develop the social skills needed to survive in the world of work. These same skills will enhance your child's personal life as well. Here are some ideas for giving your child the opportunity to develop and practice social skills.

Conversation

- Teach your child to establish and maintain eye contact when talking with someone.
- Encourage conversation skills by having family discussions during dinner, auto trips, etc. Both listening and speaking skills can be taught here.

Response to Praise and Criticism

- Encourage your child to express appreciation for compliments.
- Teach your child that criticism can be helpful when constructively given. Practice some on-the-job criticism with your high school age child, working towards appropriate responses.

Appropriate Behavior

- Practice "what would you do if ..." situations to teach appropriate behavior for home, school, church, public places, etc.
- Correct inappropriate behavior in terms of a "better" way, rather than "right" vs. "wrong".

Getting Along With Others

- Encourage your child to participate in activities involving interaction with others.
- Help your child handle interpersonal conflicts by talking over what happened and why.

Community Outings

- As you visit various places in your community, point out the jobs being done there. Talk with your child about which jobs seem most interesting to him or her.
- When your child expresses interest in specific jobs, arrange for him/her to learn more about the job by visiting work sites and talking with people in that line of work.

CAREER AWARENESS

Does your child know about the many different kinds of jobs that are possible? Has he or she met and talked with persons from different lines of work? This is really what career awareness is all about -- becoming aware of the world of work and of the choices available there. It also involves some understanding of the kinds of skills required for particular jobs. Some suggestions are offered here that will help you participate in the development of career awareness in your child.

Sharing Information About Your Own Job

- Include your child in discussions about your own work whenever possible.
- If practical, take your child to your place of employment on occasion so he/she can observe first hand.

Reading

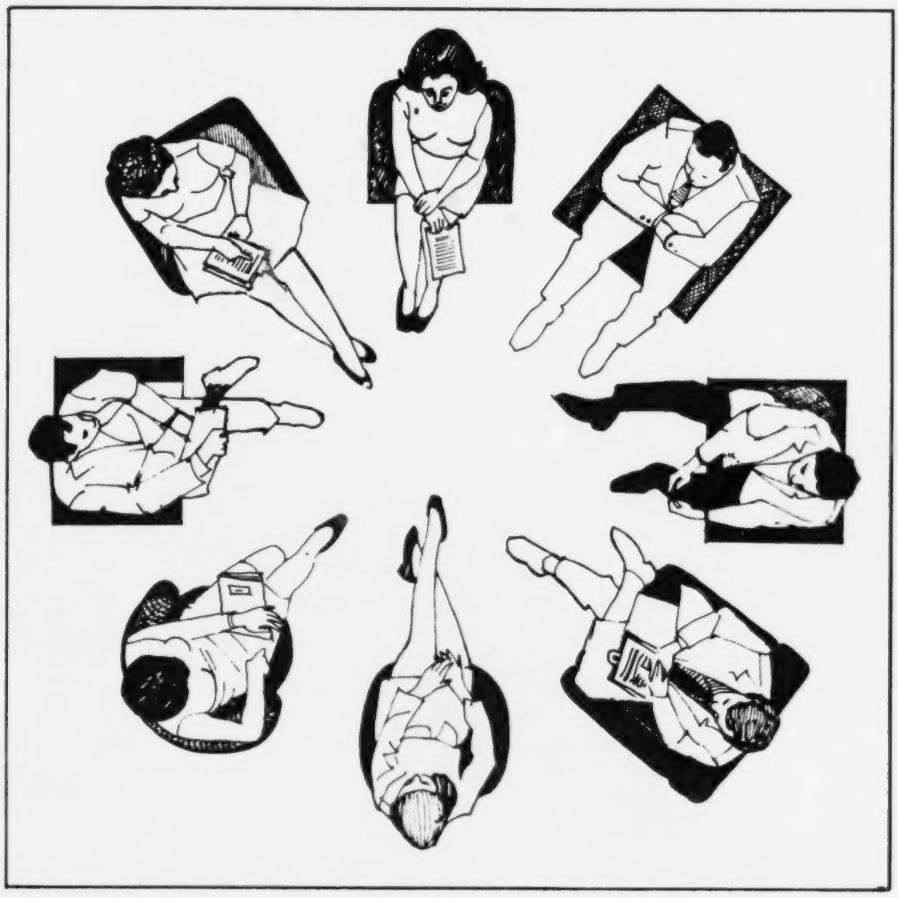
- Encourage your child to use the local library to learn more about careers. Even for younger children, reading stories about jobs and workers is valuable in developing basic career awareness.
- As your child reads about careers, have him/her tell you what seems appealing or not appealing about specific jobs. Also discuss the different levels of education and training needed for various jobs.

Play-Acting and Discussion

- With the younger child, make career awareness a fun activity by having the child role play different jobs.
- Participate in the role playing yourself, for instance as a customer or a supervisor in the work setting.
- With older children, try a "Name That Job" activity where you act out or tell about job tasks and your child tries to identify the job.

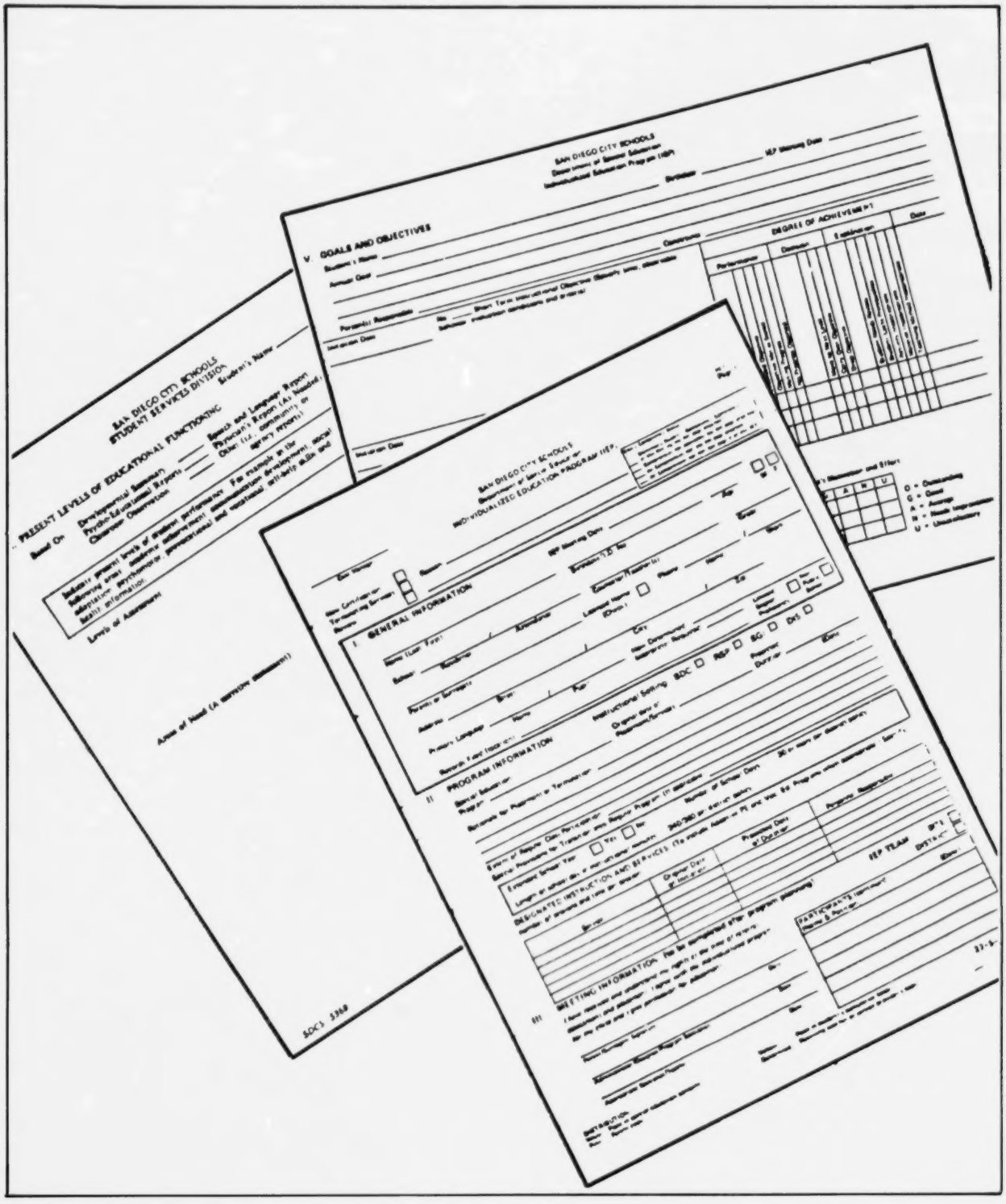
Classroom Visitation

- Offer to visit your child's school classroom to share information about your own job.
- Help arrange for other parents to participate in a classroom career awareness program by making similar visits and answering students' questions.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The annual IEP that is developed for your child at school is an important tool for building an eventually successful transition from school to independent living and working. Your participation in the IEP process is very important. This is your opportunity to communicate with teachers and other school staff about your child's special vocational needs. Listed here are a few ideas to help you become more involved in your child's Individualized Education Program.


SAN DIEGO CITY SCHOOLS
STUDENT SERVICES DIVISION
PRESENT LEVELS OF EDUCATIONAL FUNCTIONING
Based On:
Developmental Summary
Psycho-Educational Report
Classroom Observation
Speech and Language Report
Physician's Report (As Needed)
Other (i.e. community or agency reports)
Summary present levels of student performance. For example in the following areas: academic achievement, communication development, social skills, information, psychomotor, prevocational and vocational, self-help skills and
Levels of Assessment
Area of Need (As services determined)
SDCS 3360
SAN DIEGO CITY SCHOOLS
Division of Special Education
Individualized Education Program (IEP)
V GOALS AND OBJECTIVES
Student's Name
Annual Goal
Person(s) Responsible
Review Date
Short Term Instructional Objectives (Specify time, criteria, method, behavior, evaluation procedure and review)
DEGREE OF ACHIEVEMENT
Performance
Decision
Explanation
Date
SAN DIEGO CITY SCHOOLS
Division of Special Education
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
I GENERAL INFORMATION
Name (Last, First)
Address
Parent or Surrogate
Primary Language
Home Language
Ethnic Background
Instructional Setting
II PROGRAM INFORMATION
Special Education Program
Reason for Placement or Termination
Related Services
Length of school day or year different from regular program
Number of School Days
Extended School Year
Designated Instruction and Services
Number of students and ratio per teacher
Duration
Frequency
Location
Provider
III MEETING INFORMATION
I have received and understand my rights as the parent of a child in special education and therefore, I agree with the individualized program as the result of this meeting.
Parent/Guardian Signature
Date
Administrative Designee Signature
Date
Teacher Signature
Date
Instructional Services Signature
Date
Distribution:
White - Place of special classroom assignment
Yellow - Parent or guardian
Pink - Student record
Goldenrod - Student
PARTICIPANTS (Identify Name & Position)
IEP TEAM DISTRIBUTION

Attend and Participate in IEP Meetings

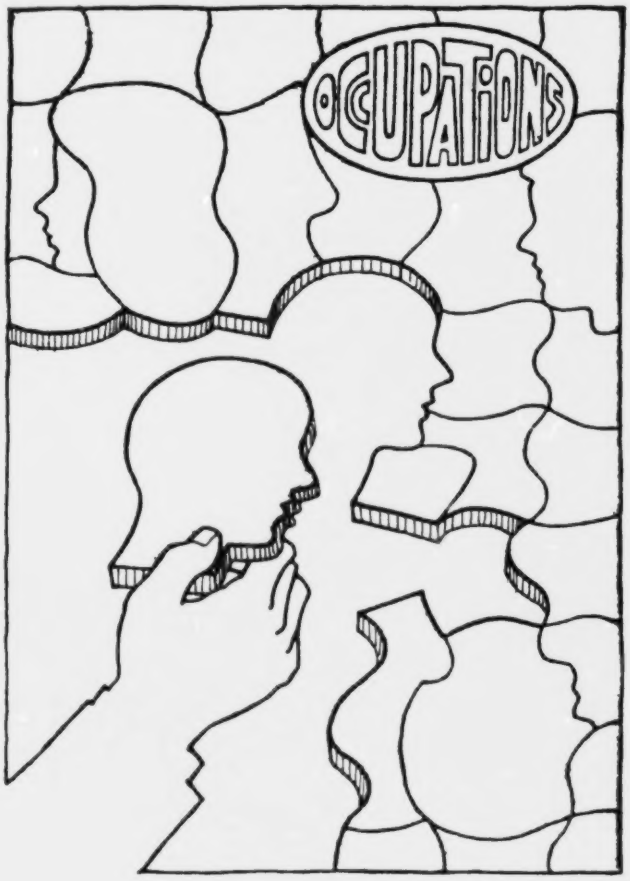
- Make time to attend the annual IEP meeting! You are an important advocate for your child, and your input is extremely valuable.
- Participate! Speak your concerns about your child's school program as it relates to eventual transition to the world of work.
- Ask questions! If you do not understand any aspect of the IEP process, don't hesitate to ask for an explanation.

Pay Attention to Vocational Goals

- Beginning at the secondary level (usually 7th grade) the law requires every child's IEP to include a vocational goal. This may be anything from development of pre-vocational skills (e.g., telling time) to actual experience in a work setting.
- Insure that your child's IEP contains appropriate vocational goals each year. Discuss with teachers how you might support the goal by home activities.

Discuss the IEP with Your Child

- Express your support for the goals of the IEP, and explain the goals in terms your child can understand.
- Also explain how achievement of these goals will fit into your child's life later on.
- Periodically ask your child how he/she perceives the progress that is taking place.



VOCATIONAL EDUCATION

Beginning in junior high school, your child will have the opportunity to take classes in vocational education. These include basic courses in wood shop, metal shop, auto repair, and so on. At the high school level, the Regional Occupational Program (ROP) offers job skill training in a wide variety of areas that prepare the student for work. Some school districts provide specialized ROP classes for students with learning problems. It is important that your child receive as much vocational education as possible during his or her school life. You can assist in this by considering some of the suggestions listed here.

Discuss Vocational Interests With Your Child

- Following up on the suggestions made earlier in the Career Awareness section, help your child to identify what kinds of jobs are of serious interest to him or her.
- Pay special attention to what is realistic when talking with your child about career interests. Encourage exploration of jobs that are consistent with your child's ability level.

Learn About Vocational Offerings at School

- Talk with school counselors about vocational classes and how they fit into your child's schedule.
- Visit vocational classes and talk with teachers about skills that are taught in the class.

Encourage Progress In Vocational Classes

- Talk regularly with your child about his or her experiences in vocational classes.
- Create opportunities at home for your child to demonstrate skills learned in vocational classes.

Follow Up With ROP Teachers Regarding Your Child's Potential for Employment

- Keep in touch with the ROP teacher throughout the course, with special emphasis on whether or not your child displays potential for employment in the job area for which he/she is being trained.
- Check not only on skill development, but also on appropriate work behaviors (e.g., punctuality, attention, cooperation, etc.). These are equally important for job readiness.

WORK EXPERIENCE

There are many opportunities for your child to obtain work experience prior to leaving high school. This type of experience is extremely valuable for the transition process. The child who already knows something about being a responsible worker usually will be much more successful in post-high school adjustment than the child who has not had the benefit of work experience. Some suggestions are given here for ways to help your child obtain work experience both during and after high school.

Make Use of the School Career Counselor

- At the high school level, career counselors are often available to help students find employment. Check to see if this resource is available at your child's school.
- Encourage your child to talk regularly with the career counselor (or similar person at school) about work experience opportunities.

Encourage Volunteer Work

- Teach your child the benefits of doing volunteer work when possible. It provides valuable experience that most employers consider when looking at overall job readiness.
- Remember that volunteer work can help your child develop good work habits, as well as improve his/her self-esteem.

Provide Support During the Job Search

- Whether during school or after graduation, your child will need moral support in what is often the difficult task of securing employment. Share your own experiences of disappointment, and encourage the persistence that is required.
- Help your child become aware of the many sources for job leads, including newspapers, bulletin boards, employment agencies, and personal contacts.
- Remember that your child's first job need not represent an ultimate career choice. First jobs provide important experience and improve the development of social skills, even though they may be unrelated to the long range career path that your child will follow later on.

Explore Post-High School Training Experiences

- Trade and technical schools offer excellent training in fields such as electronics, medical technology and computer careers.
- Community Colleges usually have skill training programs that may include job placement assistance.
- Local governments often develop on-the-job training programs for the disabled.

Parent involvement is important!

SECTION THREE

Rights and Responsibilities

This section provides concise coverage of your rights and responsibilities according to "The Education for All Handicapped Children Act" (PL 94-142) and the "California Master Plan for Special Education".

Parent/Advocate Responsibilities

One of the major features of the California Master Plan is parent involvement. Communication between home and school is an important key to the success of a child's program. This cannot be overemphasized!

Parents are involved in all areas of decision-making regarding their children including development of the Individualized Education Program (IEP). Parents have the right to appeal any decision with which they do not agree.

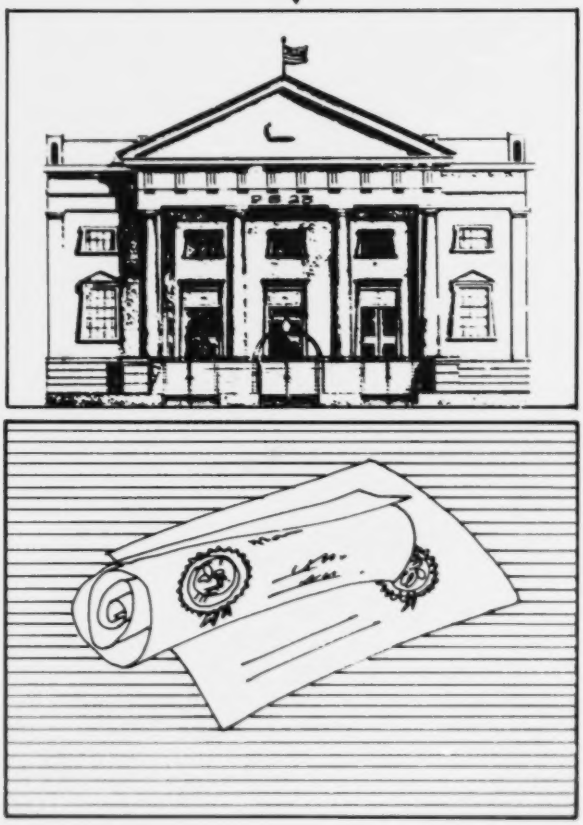
You are the best advocate for your child. You live with the child, and therefore possess that unique knowledge and insight about your child that is only available to you, as a parent.

Do your homework:

- ▶Know your rights under the law.
- ▶Review and become familiar with any class or program suggested for your child.
- ▶Request written confirmation of any verbal guarantees or denials.
- ▶Letters of confirmation: Write your own positive letters confirming verbal communications and keep copies.
- ▶Develop the art of sending copies of letters to the appropriate people.
- ▶Be clear and concise when stating your goals.

Helpful hints:

- ▶Use outside services and resources. Ask for copies of outside evaluations and include them in the child's file, or arrange to have outside professionals attend meetings with you.
- ▶Always refer to your child's special and unique needs, not to his/her handicap.
- ▶When signing authorization for testing, request copies of the recommendations sent directly to you, and place a time limit and date for the validity of your signature.
- ▶Do not hesitate to request explanations, information or accountability.
- ▶Prepare a list of your personal concerns for any meetings with district or agency personnel.
- ▶Be positive in your approach.
- ▶Make sure that appropriate vocational education is in the IEP. Insist that work-skill training, on-the-job experience and other skills related to independent living are built into the school program provided for your teenager.
- ▶Remember that you may, at any time, request a review of your child's IEP.



Professional Responsibilities

The teacher is responsible for the IEP which shall be written and reviewed at least annually.

The teacher must document that students have gained skills and knowledge where instruction has been provided, based on the premise that all learning handicapped students CAN learn.

High school (grades 9-12) learning handicapped students must complete course work in parallel skills curriculum in order to receive a diploma. They must also pass course proficiencies and maintain a 1.5 grade point average. Students whose coursework is in the functional and applied skills curriculum shall receive a certificate of completion. (Refer to your school district's publication about high school diploma requirements.)

Students enrolled in special education prior to their 19th birthday, who do not complete their prescribed program, may continue until they have completed their program or reach the age of 21 years 9 months.

SECTION FOUR

Parents' Rights

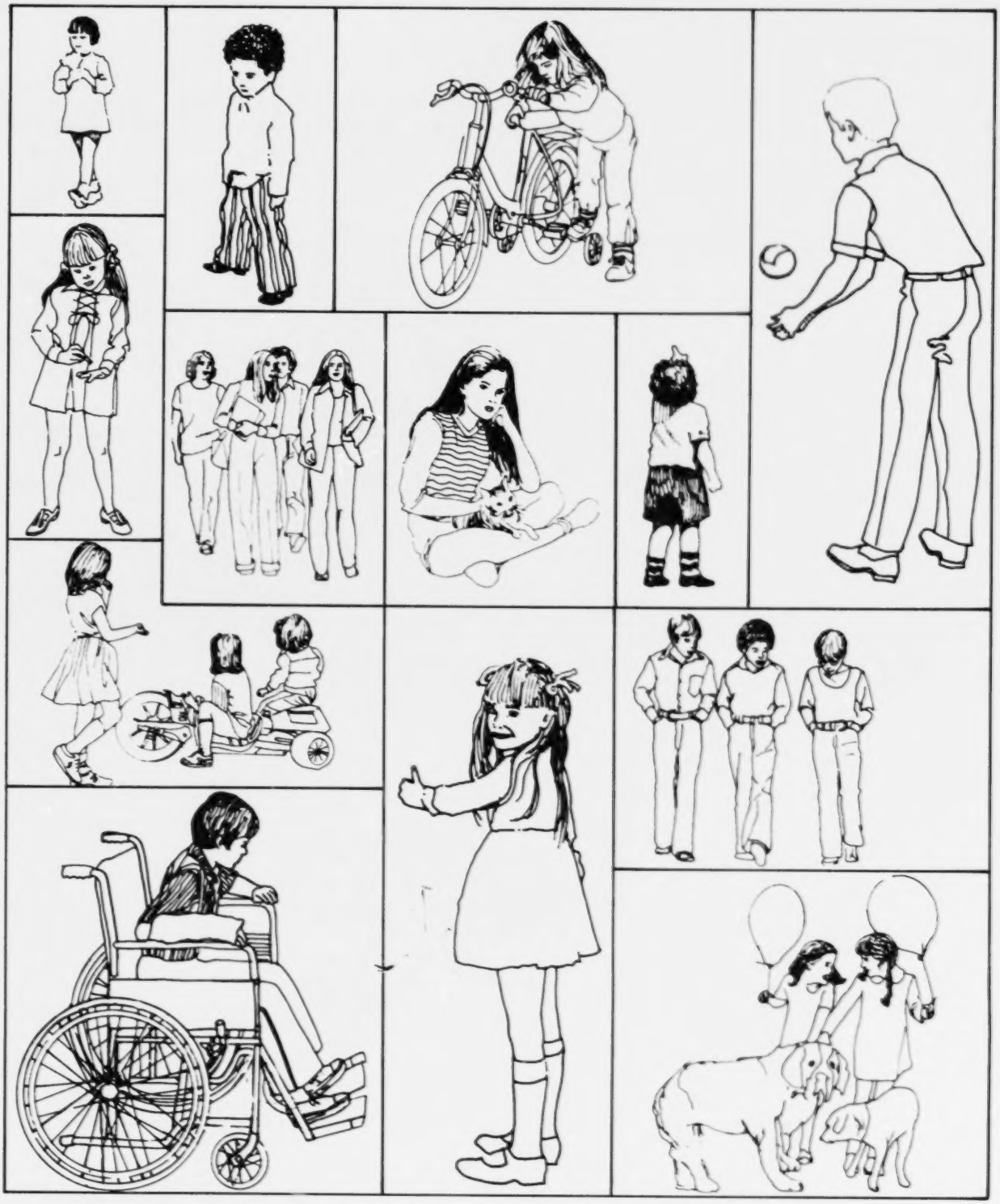
According to the Education for All Handicapped Children Act and its proposed regulations, parents of handicapped children have the right to:

1. participate in the annual planning meetings for your child's Individualized Education Program (IEP) and annual evaluation;
2. agree to a time and place for those meetings;
3. instruct the local school agency to hold those meetings in your primary language (or make special arrangements for your handicap, if any, including deafness) so that you can understand the proceedings;
4. give your consent before an evaluation is conducted;
5. give voluntary written consent to any activities proposed for your child;
6. seek an independent evaluation of your child at public expense if you find the school's evaluation inappropriate. This evaluation may be done at public or personal expense, depending on the circumstances;
7. have written notice of any proposed change or the school's refusal to change in identification, evaluation or placement of your child;
8. receive a full explanation of your rights and a description of any planned action concerning your child and their reason for the action;
9. see, review, and, if necessary, question your child's record in accordance with the Family Education Rights and Privacy Act of 1974. You may request a copy of this information;
10. request a hearing on any proposal to initiate or change the identification, evaluation or placement of your child, or the agency's refusal to do so within 45 days of your request;

Children's Rights

According to the Education for All Handicapped Children Act and its proposed regulations, handicapped children have the right to:

1. a Free and Appropriate Public Education (FAPE) if they are between the ages of 3 and 21 by September 1, 1980;
2. the same variety of programs and services that children without handicaps enjoy including nonacademic subjects and extracurricular activities;
3. placement in the least restrictive learning environment, as much as possible with nonhandicapped children;
4. the availability of a number of alternative learning settings if attending a local public school is not possible; this may include placement outside the local school district in another public school or a private school at the state's expense if local schools do not have an appropriate program;
5. appointment of a person to act as parent, to be the child's advocate and to participate in evaluation and program meetings with the school if natural parents are unavailable or if the child is a ward of the state;
6. participation in the writing of their own Individual Educational Program (IEP) where appropriate;
7. testing for purposes of evaluation and placement that is free of racial or cultural discrimination;
8. annual review of placement based on IEP and at least an annual review of that program;
9. remain in present placement during any administrative or judicial proceedings or the right to attend a public school if the complaint involves an application for admission to public school;
10. privacy and confidentiality of all personal records.



Due Process Protections

What is due process?

Due process is the constitutional right to appeal any decision regarding assessment, identification, and placement, or the provision of a free, appropriate public education. Many of the rights listed on the previous pages are protected under DUE PROCESS.

It is initiated by a written statement to the Superintendent of Public Instruction, State Department of Education with a copy to the local Director of Special Education.

Who is protected by due process?

Both a parent and a pupil are guaranteed and may initiate procedural due process protections in any decision regarding, and resulting from, the pupil's identification as an individual with exceptional needs.

A public educational agency may also initiate a hearing for any of the same reasons of assessment, identification, program, and placement.

What due process protections are included for parents and children?

1. The pupil's assessment and the implementation of the IEP;
2. The denial, placement, transfer, or termination of the pupil in a special education or related services program.

When is due process appropriate?

As a legal procedure, it is a serious and complex matter. Any decision to pursue due process should be preceeded by all other means to resolve the issues.

The Laws

The school programs for handicapped children are the result of state and federal legislation guaranteeing equal educational opportunities.

Public Law 94-142

The Education for All Handicapped Children Act of 1975 (PL 94-142) sets forth the national policy that education must be extended to handicapped children as their fundamental right. This law is based on the premise that all individuals must be

educated in order to become self-sufficient and to survive in society. The goals of PL 94-142 are to:

1. Provide a free and appropriate public education to all handicapped children.
2. Provide individuals with exceptional needs with an education in the least restrictive environment based on individual needs.

The provision of services by PL 94-142 includes these conditions:

1. Each individual with exceptional needs is guaranteed a culturally unbiased, valid assessment.
2. Each individual with exceptional needs is to have an Individualized Education Program (IEP).
3. Due process procedures have been established to ensure parent and child rights. (See Section IV)

There is on-going State legislation that continues the California Master Plan for Special Education as the delivery system for Special Education in California. It amends the California Education Code to comply with Public Law 94-142.

The Rehabilitation Act of 1973 (Public Law 93-112, as amended)

The purpose of this law for handicapped persons is to develop and implement comprehensive programs of vocational rehabilitation and independent living through research, training and services.

Any individual is eligible for services who:

1. has a physical or mental disability which constitutes or results in a substantial handicap to employment; and
2. can reasonably be expected to benefit in terms of employability from vocational rehabilitation services.

Vocational rehabilitation services are many and varied. They include:

1. Evaluation and diagnosis;
2. Counseling, guidance, referral, placement, and post-employment services;
3. Vocational training;
4. Services to families;
5. Physical and mental restoration services;
6. Interpreter and reader services and telecommunications aids;
7. Job search training;
8. Mobility services for the blind;
9. Occupational licenses, tools, equipment, and initial stocks and supplies;
10. Transportation.

SECTION FIVE

Support Groups and Resources for Parents

Community Advisory Councils (CAC), are composed of parents of special education children, other parents, teachers, other school persons concerned about educating the handicapped. (This is an opportunity to advocate at the local level where policies are established which dictate the educational services for special education students in the community.)

The Council for Exceptional Children (CEC):

Department 5000
1920 Association Drive
Reston, Virginia 22091

Area Board, provides information and advocacy service to the developmentally disabled population. There are thirteen Area Boards in California:

6160 Mission Gorge Road
San Diego, CA 92120
563-1523

Associations for Children with Learning Disabilities, (ACLD), are non-profit volunteer organizations of parents, teachers, and professional persons, who are dedicated to helping children of average or above average intelligence with certain learning, perceptual, and/or behavioral disabilities (most states have local affiliates).

Department of Rehabilitation, provides training and counseling services to eligible persons with a substantial disability. Eligibility includes a reasonable expectation that vocational rehabilitation servites will result in gainful employment.

Regional Center for the Developmentally Disabled, provides referral and advocacy services for the following groups: mental retardation, cerebral palsy, epilepsy, autism or neurologically handicapped. It is a link to state-operated services, state hospital, regional diagnostic, counseling, and service centers.

Association for Retarded Citizens (ARC), provides the developmentally disabled and their families with a variety of services: outreach, sitter services, information and referral, counseling and advocacy.

SSI

Some young people with handicapping conditions receive monthly payments from the Federal Supplemental Security Income Program. Many parents are concerned about the loss of these benefits when their child becomes employed. The law allows disabled recipients to test their ability to work for nine months while continuing to receive payments, provided their countable income does not exceed prescribed limits and/or they do not recover from their disability. After this trial work period, a determination is made as to whether the work performed was substantial gainful activity. If it was, payments are stopped after a three-month adjustment period. But, if a person whose impairments are still disabling becomes unable to work, monthly payments can be started again.

For some special cases, SSI payments can continue for a disabled person. Medicaid eligibility can continue for a disabled recipient whose earnings cause cash payments to stop, if the person cannot work without this assistance and does not earn enough to pay for similar help. This provision expires June 30, 1987. A recipient must report any change in his or her income, resources, household or living arrangements, or marital status. Recipients also must notify Social Security if they enter or leave an institution, or change their address. Students between 18 and 22 must report if they start or stop attending school. Recipients must let Social Security know if they take a job, become self-employed, or their condition improves.

If you want more information about the SSI program, contact any Social Security office. The phone number is listed under "Social Security Administration" or "U.S. Government". Ask for the booklet "A Guide To Supplemental Security Income" March 1985 Edition* U.S. Government Printing Office: 1985 461-385/10041.

Note: Two final points to remember about SSI:

1. The trial work period is an excellent opportunity for your child to engage in vocational exploration without losing assistance.
2. Gainful employment will probably result in a loss of SSI funds. However the sense of independence and self-esteem resulting from employment outweighs the surrender of these benefits.

GLOSSARY

Included here are terms that have appeared in this booklet or might be mentioned during an IEP meeting.

ACHIEVEMENT TEST: Measures what child has already learned.

APTITUDE TEST: Measures someone's capacity for learning.

ADVOCACY: Involves speaking for or acting on behalf of another individual.

CAREER COUNSELORS-HIGH SCHOOL: Counselors who provide information about jobs, related instruction and help students determine interest and abilities. (Some districts have Vocational Rehabilitation Counselors who work specifically with special education students.)

CERTIFICATE OF COMPLETION: Certificate for functional and applied curriculum students who complete coursework and achieve program goals.

COOPERATIVE LEARNING: Instructional method that includes students working in groups resulting in a common project.

CRITERION REFERENCED TESTS: Measure the degree to which someone has mastered a particular skill.

D I S SERVICES: Designated Instructional Services refers to specialized support services requested in the IEP as determined by the needs of the child such as Physical Therapy or Mobility Training.

DUE PROCESS: Constitutional right to appeal any decision regarding assessment, identification, and placement, or the provision of a free, appropriate public education. (See Section III)

ELECTIVES: Opportunities to include non-required courses in a student's schedule, usually vocational classes, music, art, etc.

FINE MOTOR COORDINATION: Development and control of small muscles (holding a pencil, tying a shoelace).

HABILITATION: State agency, linked to the Dept. of Rehabilitation, that services lower functioning learning handicapped (incl. retarded) individuals.

GLOSSARY

INDIVIDUALIZED EDUCATION PROGRAM (IEP): A written statement, developed by the IEP Team, translating child assessment information into a practical plan for instruction and delivery of services.

IQ TEST: A standardized series of questions and/or tasks designed to measure abilities - how a student thinks, reasons, solves problems, learns and remembers.

LEARNING DISABLED/LEARNING HANDICAPPED: Learning Handicapped includes the categories of specific learning disabilities, behavior disorders, and limited intellectual functioning.

LEAST RESTRICTIVE ENVIRONMENT: A learning environment that most closely approximates the learning environment of nonhandicapped students.

MAINSTREAMING: Placement of student in as many "normal" (typical) school activities/experiences as possible.

ON-THE-JOB TRAINING: Learning work skills in a real community work setting.

PERCEPTUAL MOTOR TEST: A test to determine a child's skills level in receiving and interpreting sensory information.

P.L. 94-142: Public Law 94-142 Equality in Education for all Handicapped Children, Federal Law enacted in 1975.

PROFICIENCIES: Demonstrated abilities in specific academic areas, parallels course guidelines.

SSI: Supplemental Security Income (See Section V).

SUPPORTED WORK: Whatever assistance family and employer need to keep individual in productive work environment.

TRANSITION: Process of moving from school to work and community.

VOCATIONAL EDUCATION: Courses that teach specific work skills and usually include related instruction.

VOCATIONAL EVALUATION: A series of tasks and tests designed to indicate a person's interest and potential to succeed in particular jobs.

APPENDICES

- The Job of Looking for a Job
- Parent's Check List
- Background Information for Job Seeking
- Educational/Career Plan

THE JOB OF LOOKING FOR A JOB

NEWSPAPER

Buy a morning paper - Sunday paper is best.
Study the want ads in the classified section.
Make a list of those employers you want to:
(1) telephone
(2) visit in person

WORK FOR YOURSELF EACH DAY!

MATERIALS: You will need a pencil or pen, paper, a calendar for making appointments, a telephone book and a newspaper.

TELEPHONE

Keep a record of calls to employers - when you called, the number and person you talked to, how many times you have called, and the dates and times of any appointments you make.

VISIT

Check with Federal, State, County, City personnel offices for jobs. Also, fire, water, school, and ambulance districts. These locations are good sources of work with government agencies!

Check with the State Employment service for leads from their job bank.

Continue to RE-CHECK in person for new jobs which open up.

Visit a new employer every day, asking about jobs --places that you located in your search through the yellow pages of the phone book.

ORGANIZE:

People who organize their search and hang in there, end up getting the job!

Plan each day by making a list of things to do, places to go, and people to phone and see.

Keep records of your daily job hunting activities.

RELAX:

Take a break at the end of the day - Do your own thing. . . .

TRANSITION CHECK LIST FOR PARENTS OR GUARDIANS

			Always	Sometimes	Seldom
1.	Checks work after completion.	1.			
2.	Corrects mistakes.	2.			
3.	Works alone without supervision.	3.			
4.	Participates in work environment for specified periods of time.	4.			
5.	Can work in group situations without being distracted.	5.			
6.	Works faster when asked to do so.	6.			
7.	Completes work by specified time.	7.			
8.	Recognizes appropriate time for lunch or break.	8.			
9.	Recognizes appropriate time to change task.	9.			
10.	Returns promptly from restroom, break or lunch.	10.			
11.	Observes rules.	11.			
12.	Uses public transportation.	12.			
13.	Dresses appropriately for school/work.	13.			
14.	Cleans self before school/work.	14.			
15.	Cleans self after eating.	15.			
16.	Shaves regularly.	16.			
17.	Keeps hair combed.	17.			
18.	Keeps nails clean.	18.			
19.	Keeps teeth clean.	19.			
20.	Bathes regularly.	20.			
21.	Washes before eating.	21.			
22.	Displays appropriate table manners.	22.			
23.	Does not engage in aggressive or destructive behavior.	23.			
24.	Does not engage in attention-getting behavior.	24.			
25.	Engages in relevant, appropriate conversation.	25.			
26.	Responds calmly to others.	26.			
27.	Talks about personal problems at appropriate times.	27.			
28.	Exhibits appropriate emotional behavior at school/work.	28.			
29.	Refrains from tampering with or stealing other's property.	29.			
30.	Responds appropriately to changes.	30.			
31.	Interacts appropriately with peers/co-workers.	31.			
32.	Responds to greetings and social contacts.	32.			
33.	Ignores inappropriate behaviors of others.	33.			
34.	Refrains from inappropriate sexual comments or activities.	34.			
35.	Laughs, jokes, teases appropriately.	35.			
36.	Responds appropriately to strangers.	36.			
37.	Responds appropriately to correctional feedback.	37.			
38.	Follows instructions.	38.			

BACKGROUND INFORMATION FOR JOB SEEKING

1. Name_____Sex____Age____Marital Status____
2. Address_____City_____State_____
   Telephone number where you can be reached_____
3. Are you enrolled in school?_____Hours & days_____
   Are you a high school graduate?___ a college graduate?____
   Major_____
4. What were your best subjects?_____
5. Do you have any hobbies?_____
6. What do you like to do in your free time?_____
7. Are you currently employed?_____Hours & days per week_____
8. Type of job_____
9. What is the ideal job that you want?_____
10. What is the minimum salary that you would consider?_____
11. How much financial support are you receiving from the following sources:
    Parttime work_____ Fulltime work_____
    Public assistance_____ Food Stamps_____
    Social security_____ Family_____
    Unemployment compensation_____
    Other sources_____
12. Name any family members who live in this area_____
13. Give a permanent address and telephone number of a friend or relative where you can always be reached
    _____
14. Do you have a car to use in job seeking?_____

EMPLOYMENT HISTORY

List below the jobs you have had, starting with the most recent

Type of Job	Things you were responsible for
1.	
2.	
3.	
4.	

MY SIX YEAR EDUCATIONAL/CAREER PLAN

★ STAR CLASSES RELATED TO CAREER PREPARATION

7th Grade

FALL			SPRING		
COURSE TITLE	Cr	Gr	COURSE TITLE	Cr	Gr
TOTAL					

8th Grade

FALL			SPRING		
COURSE TITLE	Cr	Gr	COURSE TITLE	Cr	Gr
TOTAL					

9th Grade

FALL			SPRING		
COURSE TITLE	Cr	Gr	COURSE TITLE	Cr	Gr
ENGLISH			ENGLISH		
TOTAL					

10th Grade

FALL			SPRING		
COURSE TITLE	Cr	Gr	COURSE TITLE	Cr	Gr
ENGLISH			ENGLISH		
TOTAL					

11th Grade

FALL			SPRING		
COURSE TITLE	Cr	Gr	COURSE TITLE	Cr	Gr
ENGLISH			ENGLISH		
U.S. HISTORY			U.S. HISTORY		
TOTAL					

12th Grade

FALL			SPRING		
COURSE TITLE	Cr	Gr	COURSE TITLE	Cr	Gr
ENGLISH			ENGLISH		
TOTAL					

	TOTAL CREDITS COMPLETED
	TOTAL CREDITS TO BE EARNED FOR GRADUATION